

SHS 495/496: Student Teaching: Deaf

Fall Semester, 2007

Course Number: SHS 495/SHS 496

Course Title: Student Teaching with Students who are Deaf and Hard of Hearing

Course Description: Teaching experiences with pupils who are deaf and hard of hearing under the supervision of a STAI-certified teacher of the deaf and University coordinator.

Course Credit: 7 semester hours for each course (14 hours total)

Prerequisites: Completion of all undergraduate studies in the Education of the Deaf program.

Intended Audience: Students who have completed all degree course work.

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Tk20 SUBSCRIPTION

The Professional Education policy at Southern Miss requires all teacher education candidates to subscribe to the Tk20 Assessment System which will track, store, retrieve, and analyze student data. Candidates will be required to pay a one-time subscription rate of \$100. The subscription will be active for seven (7) years from the date of purchase. (Students enrolled in this class who are not teacher education majors will have a reduced subscription rate of \$50 which will be valid for one semester.) Failure to subscribe to Tk20 will result in a "F" for this course.

Office Hours: MW 1:00—2:00, 3:15—4:30
Other hours by appointment, call 601-266-6042.

Accreditation Statement: The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) and the National Council for the Accreditation of Teacher Education (NCATE).

COMMUNITY OF LEARNERS

The Education of the Deaf program is a part of the University of Southern Mississippi's Professional Education Unit. We are a community of learners who value the power of knowledge to inform, inspire, and transform lives.

CEC-CED Standards addressed in this course:

1K3 Cross-cultural perspectives and their impact upon atypical children, their families and schools.

1S2 Carry out professional activities consistent with laws and policies.

2S1 Access information on the cognitive, physical, emotional, Cultural, academic, and social characteristics of dhh children.

3S1 Collaborate with parents and other professionals in the implementation, interpretation, and use of assessment procedures that use the child's preferred language, and which :

- a. gather background information
- b. use varied protocols,
 - e.g. (1) norm-referenced
 - (2) curriculum based
 - (3) work samples
 - (4) observations
 - (5) task analysis

3S2 Create and maintain children's records.

3S4 Use of performance data and informal input to:

- a. identify appropriate modifications in the learning environment
- b. develop instructional assessment strategies.
- c. Evaluate results of instruction and readiness for program options.

3S5 Gather and analyze verbal and nonverbal language samples from d/hh children.

3S6 Use exceptionality-specific assessment instruments appropriate for d/hh children.

4K1 Differing learning styles and how to adapt instruction to fit these styles within various learning environments.

4K3 Techniques for modifying instructional methods that reflect learner needs, diversity and family dynamics.

4S1 Develop/select assessment tools, interpret & use assessment data to design instructional programming that meets individual needs & differences and to monitor student progress.

4S2 Use task analysis to develop lesson plans that sequence activities and involve children in setting goals and charting progress.

4S3 Select, adapt and use strategies and materials that meet individual needs and that assist students' generalization of target abilities.

4S4 Use instructional time properly, maintain rapport with children, use effective communication strategies and conduct self-evaluation.

4S5 Choose and implement strategies and materials that encourage children to use problem solving to meet their needs, that integrate social and

career/vocational skills with the curricula, and that facilitate successful transitions.

4S6 Demonstrate understanding of and proficiency in the language(s) needed to instruct d/hh children.

4S7 Select, design, produce and use media, technologies, materials & resources needed to instruct d/hh children.

4S8 Infuse speech skills into instruction in a manner consistent with program design.

4S9 Design and implement instructional strategies & environments to meet children's various needs, while facilitating communication and using strategies to encourage literacy in English and/or ASL.

5S1 Create an environment in which diversities are valued, active participation is encouraged and self advocacy and independence are facilitated.

5S2 Prepare and organize materials needed for daily lesson, which include instructional materials, strategies, evaluation protocols, management procedures, classroom routines, and transitions to/from major learning environments.

5S3 Use strategies for facilitating the integration of students into various settings.

5S4 Direct the activities of classroom workers.

5S5 Manage assistive/augmentative devices.

5S6 Design a classroom environment that maximizes opportunities for visual and/or auditory learning.

5S7 Plan and implement instruction for children with multiple disabilities.

6S1 Demonstrate a variety of effective behavior management techniques and classroom modifications that are consistent with the needs of individual children.

6S2 Integrate social skills into the curriculum and establish realistic expectations for children's behavior across a variety of settings.

6S3 Demonstrate procedures to increase student self-awareness, self-control, self-reliance, self-esteem, and self-enhancing behavior across a variety of settings.

6S4 Prepare d/hh children in the appropriate and effective use of interpreters, note takers, peer tutors, etc.

7K1 Effective & ethical communication with children, parents, school, and community personnel.

7S1 Use communication and collaborative strategies that foster mutual respect and encourage participation by children, parents, and school and community personnel.

7S2 Plan & conduct conferences with students, parents, and school & community personnel.

7S3 Communicate with school personnel the characteristics & needs of h/hh students and support personnel.

7S4 Facilitate communication between d/hh children and their families, and between d/hh students and support personnel.

8K2 Teacher's importance as a model for children.

8K3 Ability to design & implement ongoing professional development that is pertinent to the education of d/hh children.

8K4 Knowledge and use of pertinent consumer and professional organizations, publications, conferences, Web resources, journals and texts relevant to the education of d/hh students.

8S1 Demonstrate a commitment to developing the highest educational and quality of life potential of atypical children and a positive regard for the differences of students.

8S2 Maintain a high level of competence and exercise objective professional judgment in the practice of the profession.

8S3 Demonstrate proficiency in oral & written communication.

8S4 engage in pertinent professional activities, comply with local, state, provincial and Federal monitoring and evaluation requirements and use copyrighted materials in an ethical manner.

8S5 Practice within the CED Code of Ethics and other standards and policies of the profession.

8S6 Actively seek to interact with adults in the Deaf Community to maintain/improve ASL, English signs or cues.

8S7 Provide families with the knowledge and skills to make informed choices concerning the education of their d/hh children.

8S8 Participate in professional organizations relevant to the education of d/hh children.

PROFESSIONAL DISPOSITIONS DEVELOPED IN SHS 495 & SHS 496

1. Educates the whole student.
2. Values the power of knowledge to inform.
3. Values the power of knowledge to inspire and transform lives.
4. Inspires others to become, live and enhance their lives and the lives of others.
5. Empowers others through concepts of self-actualization.
6. Contributes to ethical lives form all (professionalism and ethics).
7. Believes that all persons can learn and benefit from a quality education.
8. Demonstrates resilience by continuously learning from difficult situations (professionalism and collegiality).
9. Assists others through adversarial times (humanitarian, community of learners, professionalism and collegiality).
10. Assures others they are respected and valued (professionalism/respect).
11. Values lifelong learning, professional and personal development.
12. Serves as role model (professional expectations & mentoring).
13. Pursues excellence and equality for all others (respect for diversity and multiculturalism).
14. Demonstrates and conforms to accepted professional standards and values.
15. Inspires others to be successful.
16. Promotes positive learning.
17. Demonstrated responsible citizenship (contributes to democratic society).
18. Contributes to society in meaningful ways (involved with democracy and community).
20. Possesses a strong commitment to equity for all.
21. Fosters and models fair, unbiased, and ethical treatment of all students.

DIVERSITY ITEMS DEVELOPED IN SHS 495 and SHS 496

1. Recognizes responsibility to embrace and teach about an increasingly heterogeneous world.
2. Understands that strength comes from diversity.
3. Realizes the value of every individual.
5. Develops knowledge, understanding, and awareness of their own culture, and learning community and beyond the classroom; develop the same of cultures of others.
6. Demonstrates and supports learning for all students through a belief that all and uses culturally responsive teaching methods.
7. Uses culturally responsive teaching methods.
8. Instills a strong multicultural knowledge base, a commitment to equality for all and ability to accommodate different learning styles through differentiated instruction.
9. Demonstrates respect for all persons.
- 11 Has high expectations for all students.

Course Goals and Outcomes

Course Goals:

1. To give the student first-hand experiences teaching students who are deaf and hard of hearing.
2. To give the student the opportunity to develop the professional department of a teacher.
3. To give the student an understanding of the diversity and individuality among deaf and hard-of-hearing individuals including those from different cultural groups.
4. To give the student the opportunity to assist in the development and implementation of an Individual Educational Plan (IEP).
5. To give the student the opportunity to see the implementations of No Child Left Behind in a program for students who are deaf and hard of hearing.
6. To give the student an understanding of how individual teacher and school planning relates to the broader goals of the district, state, and federal agencies.
7. To give the student opportunities to incorporate a constructivist approach in both planning and teaching. Active learning is expected.

8. To give the student opportunities to develop their communication skills and become more sensitive to the communication differences among persons who are deaf.
9. To give the student opportunities to utilize the vast information available on the Internet and on software in both planning lessons and activities and for direct student utilization in classroom activities.

Course Outcomes

Upon completion of this course the student will be able to:

1. Design and implement educational lessons appropriate for the learners including lessons developed with Internet and other technology resources.
2. Evaluate progress and learning made during the lesson.
3. Evaluate the lesson for problems which need to be corrected before teaching the topic again.
4. Develop at least two bulletin boards per experience which coincide with the lessons or units taught.
5. Successfully pass the STAI evaluation.
6. Develop and/or implement the IEP.
7. Express an understanding of the implications of No Child Left Behind in the deaf education program.
8. Exhibit appropriate interpersonal skills among colleagues and students.
9. Demonstrate constructivist, active learning principles in both planning and teaching.

Course Texts:

Teacher Candidate Handbook (Electronic ed.). (2006). Hattiesburg, MS: USM.

Wong, H., & Wong, R. (2006). How to be an Effective Teacher: The First Days of School. Mountain View, CA: Harry K. Wong Publications, Inc.

Muma, J. & Teller, H. (2003). Proactive Deaf Education: Cognitive Socialization. Hillsboro, OR: Butte Publications, Inc. (Optional, but useful)

Course Format:

Supervised teaching
Professional seminars and meetings
Conferences with the University Coordinator and Mentor Teacher

Course Requirements:

A. Academic Requirements:

1. Successful completion of the STAI evaluations for each experience.
2. Successful completion of all items listed on the student grade sheet.

B. Administrative Requirements:

1. Each student is responsible for all material presented during seminars and faculty meetings including all handouts.
2. Each student is expected to participate each day of student teaching. If it is necessary to miss a day of student teaching, both the mentor teacher and the University Supervisor must be notified as early as possible.
3. STAI portfolios are due one week prior to when the STAI unit will be taught.
4. Reflective Journals for the week should be received by the University Supervisor on Friday of the week completed.
5. Lesson plans for the following week and weekly schedules should be received by Friday of the week prior to when the lesson is to be taught.
6. Weekly evaluations should be received by Friday of the week completed.

Journals and Lesson Plans must be submitted via e-mail.

5. Notebooks are due on the day of the final seminar.

Evaluation of Students:

Students will be evaluated according to their performance on the STAI, department evaluations, and other criteria listed on the grade sheet.

Grading Scale:

Please see attached grade sheet.

ADA STATEMENT

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232 Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay*

Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.